Standards Setting: Purpose

- To make **recommendations to the Tennessee State Board of Education** regarding **cut scores** for all grade 3-11 state assessments.
  - Standards Setting Committee recommendations will be presented to State Board for **first read in July/August 2016**.
  - The second read and approval will be **August/September 2016**.
  - This may require a **called meeting** depending upon SBE proposed summer meeting schedule.
  - Cut scores must be approved **prior** to final score reporting for TNReady.
- To ensure recommendations are **consistent with expectations stated in the Tennessee Academic Standards**.
Standards Setting: What is a Cut Score?

- The **minimum scale score** a student must earn to be considered at a certain performance level.
- Three cut scores result in four levels of performance.
Cut Scores Matter: TCAP Proficiency Trends

Grades 3-5 TCAP Performance Over Time

<table>
<thead>
<tr>
<th>Year</th>
<th>English Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>55%</td>
<td>55%</td>
</tr>
<tr>
<td>2020</td>
<td>59%</td>
<td></td>
</tr>
</tbody>
</table>
Cut Scores Matter: **NAEP Proficiency Trends**

**NAEP Proficiency Trends: 4th Grade READING**

- 2007: 27%
- 2009: 28%
- 2011: 26%
- 2013: 34%
- 2015: 34%

**NAEP Proficiency Trends: 4th Grade MATH**

- 2007: 29%
- 2009: 28%
- 2011: 30%
- 2013: 40%
- 2015: 41%
Standards Setting Process

- **Standards setting** determines student **performance and reporting**.

- Tennessee **educators and community members** engage in standards setting to make recommendations about how we define **expectations for student mastery of our state standards**.

- Before the standards setting process can begin, we must have clearly defined those student expectations through **Performance Level Descriptors**.
Performance Level Descriptors (PLDs)
Types of Performance Level Descriptors

- Policy PLDs
- Range PLDs
- Threshold PLDs
- Reporting PLDs
## Types of Performance Level Descriptors

### Policy PLDs
- High-level descriptors that are the same for all subjects and grade levels
- Committee developed a draft December 14, 2015
- Finalized by January 31, 2016

### Range PLDs
- Grade-level, content specific descriptors which link back to the standards
- Developed by a committee in March to be finalized by April 30, 2016

### Threshold PLDs
- Occurs during standards setting in summer 2016
- Specifically defines what it takes for a student to attain each achievement level
- Applications can be submitted until 5 pm April 25, 2016

### Reporting PLDs
- Puts Range PLDs in public friendly language for reports provided to TN parents
- Created by content experts
- Finalized by June 30, 2016
15 total participants

- Central Office Staff: 2
- Principals: 3
- Teachers: 2
- Parent: 1
- Higher Education: 3
- State Board Staff: 1
- CORE Office Consultant: 1
- TDOE Staff: 2
The Tennessee Academic Standards require that students demonstrate particular skills and knowledge in each grade level and course area, with the purpose of preparing students for postsecondary success. Based on an aligned assessment that reflects current results, student performance is reported along a continuum of four levels.
Levels:

4 - Performance at this level demonstrates that the student has an **extensive understanding** and **expert ability** to apply the grade/course level knowledge and skills defined by the Tennessee academic standards.

3 - Performance at this level demonstrates that the student has a **comprehensive understanding** and **thorough ability** to apply the grade/course level knowledge and skills defined by the Tennessee academic standards.
Levels:

2 - Performance at this level demonstrates that the student is **approaching understanding** and has a **partial ability** to apply the grade/course level knowledge and skills defined by the Tennessee academic standards.

1 - Performance at this level demonstrates that the student has a **minimal understanding** and has a **nominal ability** to apply the grade/course level knowledge and skills defined by the Tennessee academic standards.
Range Performance
Level Descriptors (PLDs)
Range PLDs

- Demonstrate **how the skill** described in a standard **changes** and becomes more sophisticated across performance levels.

- Define the **increasing content, reasoning, and contextual evidence** needed to categorize students into a particular performance level.
54 committee members total with six educators per committee representing the following subject areas and grade bands:

- ELA 3-5
- ELA 6-8
- ELA High School
- Math 3-5
- Math 6-8
- Math High School
- SS 3-5
- SS 6-7
- SS 8 and US History

Educator Committee Members:
Classroom Teachers
Instructional Coaches
Supervisors of Instruction
Range PLDs: Spring Timeline

- **March 16-18**: Draft Range PLDs created
- **April**: Drafts revised for consistency of language and stakeholder feedback gathered
- **May 1**: Range PLDs finalized
Threshold Performance Level Descriptors (PLDs)
Threshold PLDs

- **Set the stage** for the standards setting process

- Developed by the standards setting committee to **guide** the process of cut score determination

- Specifically **define what it takes for a student to attain each achievement level** for each subject and grade/course
Committee members will **be selected from multiple stakeholder groups** (educators, higher education partners, parents, community members)

<table>
<thead>
<tr>
<th>ELA</th>
<th>Mathematics</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3-5</td>
<td>Grades 3-5</td>
<td>Grades 3-5</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>Grades 6-8</td>
<td>Grades 6-7</td>
</tr>
<tr>
<td>High School</td>
<td>High School: Alg. 1 and 2</td>
<td>Grade 8 and US History</td>
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<tr>
<td></td>
<td>High School: Geometry</td>
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<tr>
<td></td>
<td>High School: Integrated Math 1, 2, and 3</td>
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</tbody>
</table>
Knowledgeable in tested **content**

Familiar with tested **students**

**Diverse** backgrounds, demographics, and experience
- Gender
- Years of experience
- Region
- Ethnicity
- Student population
Standards Setting: What is a Cut Score?

- The **minimum scale score** a student must earn to be considered at a certain performance level.
- Three cut scores result in four levels of performance.

![Diagram showing levels and cut scores](image-url)
Standards Setting: Ordered Item Booklets (OIB)

- The difficulties of these items are based on actual student performance.
- The actual responses of students who have taken the tests are used to compute the item difficulty.
- Then these items are put in order from least difficult to most difficult.
Standards Setting: Bookmarking Process

- Based on the threshold PLD, think of target student for each performance level, from lowest to highest.
- The committee will go through the OIB and consider, item by item, whether the target student would be able to answer the item correctly.
- If not, the cut score marker is placed before that item.
Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.